Walsh, Donna

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versity, and an M.B.A. in Industrial Relations and Human Resources from New York University. In 1977 he was recipient of the John A. McAuley Award presented by the American Association of Workers for the Blind to individuals who have shown outstanding achievements in placing blind and deaf-blind persons in remunerative employment.

Mr. Prause is survived by his wife, Sandra.

MODIFYING GAMES FOR THE DEAF-BLIND

By Donna Walsh
Daily Living Skills Instructor

The teaching of social table games as part of a leisure-time activities program is based upon beliefs that: 1. Games contribute to the education and rehabilitation goals of deaf-blind individuals by helping them to lead fuller, more active lives. 2. Deaf-blind people have the interest and right to participate socially in every way possible. 3. The individual's needs, skills, and potentials must be considered

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in the selection of game objectives. Games help to stimulate one's imagination, emotions, and good sportsmanship, and promote a good self-image, self-confidence, and self-expression. They also help to develop a sense of fun, and awareness of success and failure in non-threatening situations, developing teamwork, cooperation, and challenge. Ability to interact with strangers, family, friends, and peers to form good social relationships can be improved through game play.

Games can help to relieve tension and anxiety, and increase receptive and expressive communication skills. Mentally, the powers of logic and deductive reasoning may be increased; and tactually, fingertip sensitivity may be developed.

At the Center, one of the teaching objectives is to enhance game-playing skills. Game names and game-related words may be modified in order to be easily understood by each trainee at every level of play. The concept of having fun is important; the game should not be too hard to learn and play.

The game of scrabble is very popular with HKNC trainees.

First, we determine each trainee's level of game-playing skill. How much and what kind of usable vision is available? Does the trainee know braille, or will the games need to be adapted with raised print? We analyze the sequence of steps necessary in learning a game and then teaching begins, either individually or in small groups. Step-by-step demonstration, imitation, verbal explanations and independent practice are used to increase the level of skill.

Adaptations and modifications are made in order to make the game as easy as possible at first. Rules are introduced in order of importance and as acceptance and tolerance of them increases. Many of the games

used at the beginning level are standard favorites: dominoes, Chinese checkers, tic-tac-toe, checkers, jigsaw puzzles, bead and button stringing, and many others. Trainees learn to take their turns, to tap the next player to take his turn, to identify their game-pieces from their opponents', to be patient while others take turns, and to recognize "win" or "finish." They learn to congratulate winning players with a hand-shake or a pat on the back.

At an intermediate level, more games are possible, including number games such as bingo and battleship, and card games involving simple matching of numbers or sequences and word games such as scrabble, monopoly, hangman, and others. These games teach matching of numbers or suits of cards, scoring with chips or tallied points, and playing by standard rules.

Advanced game players learn the use of strategy, logic, reasoning, planning ahead, blocking, passing, giving clues, playing with a partner or team, and other techniques.

They learn responsibility for organization and continuation of play. These games are more complex, and include mastermind, masterword, jotto, and chess.

Game modifications are used as teaching strategies, but they may become the accepted game rules if further learning is not possible. For example, a trainee may stop at the "I go—you go" level of play, in which the game is simply taking turns by moving game pieces. Any of the simpler non-word games can be used.

There is a graduated system of game modification techniques, beginning with the simplest pregame instruction and progressing to the most complex game rules and techniques. For example, bingo can be learned at various levels of difficulty. Scrabble may also be played at many levels, as long as all players understand the same set of rules—one can allow any placement of a word, as long as it reads correctly and the trainee can explain the meaning of it to the other players. Scoring can be done by

using only the face values of tiles, or by using the more complex values of letter squares. The level of complexity of the game will depend upon the level of the trainee's learning ability.

The purpose of a game is to have fun. In order to be fun, all games can be adapted or modified to a level where all players can play by thinking for themselves and experiencing the thrill of winning.

POSTHUMOUS AWARD TO DR. KINNEY

The following citation was given by Mr. Roderick Macdonald on May 18, 1979 at the California State University at Northridge.

Tonight we wish to present the 1979 Daniel T. Cloud Leadership Award in recognition of the great achievements of Dr. Richard Kinney, who passed away on February 19 of this year. Blind since the age of seven, deaf since he was twenty, Richard Kinney was the third totally blind, profoundly deaf person to earn a college de-

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